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SCHOOLS OF PROMISE PERFORMANCE APPRAISAL SYSTEM (SOPPAS)

ADMINISTRATOR HANDBOOK 2012 - 2013

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ADMINISTRATOR HANDBOOK
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Schools of Promise Performance Administrator Handbook
2010-2013

This handbook was prepared for building and district administrators implementing the Schools of Promise Performance Appraisal System (SOPPAS).

SOPPAS was developed as part of the US Department School Improvement Grant (SIG) for the Lame Deer, Pryor, and Frazer School Districts. The SOPPAS clinical supervision model aligns to the Effective Teaching Framework of Charlotte Danielson.

The handbook outlines the evaluation cycle, provides tools for classroom Look Fors, contains all the necessary forms, and provides recommendations for leaders focused on providing instructional leadership promoting continuous development and support for classroom teachers and specialists.

This handbook was created by Dr. Stephanie Schmitz (SIG School Board Coach) and Dr. Jo Swain (SIG Evaluation and Staff Development Specialist).

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Purpose: Schools of Promise Performance Appraisal System (SOPPAS)

Professional growth focuses on enhancing the skills and knowledge of educators through:

- Self-assessment and goal-setting
- Working with colleagues (mentors)
- Taking courses
- Attending workshops
- Designing new programs
- Piloting new programs or approaches
- Developing proficiency in test data analysis
- Professional Learning Communities
- Professional Reading
- Other learning opportunities

Continuous improvement focuses on the teacher's commitment to continuously improving practice so that student performance is continuously enhanced. Quality assurance focuses on the collection of credible evidence about educator performance including improved student performance. Evaluators use the evidence to make important decisions:

- Recognizing effective practice
- Recommending continued employment
- Recommending an improvement plan
- Beginning dismissal proceedings

Definitions of Non-tenured Teacher and Tenured Teacher

Non-tenured teacher shall mean a teacher who holds a valid and current Montana teaching license but has not received a fourth contract in the District in which they are presently contracted to teach.

Tenured teacher shall mean a teacher who holds a valid and current Montana teaching license and has received four or more consecutive contracts in the District in which they are presently contracted to teach.

A Framework for Teachers

The Delaware Performance Appraisal System II provides the conceptual basis of the Schools of Promise Performance Appraisal System (SOPPAS). The SOPPAS framework is a definition of professional practice, which outlines elements of practice in five separate components.

NOTE: Concepts included in this document that are from the Delaware Department of Education public website are used with permission and with the understanding that Delaware's DPAS II evaluation system is not a static system and changes with feedback provided by annual evaluations and various stakeholder groups.

The Five Components of SOPPAS

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities
5. Student Improvement

Roles and Responsibilities of SOP Building Administrators

The building administrator's primary role in the clinical supervision process is to serve as an instructional leader to promote and maintain quality instruction in each and every classroom. This handbook is a guide to assist building leaders in the SOPPAS implementation. In brief, the roles and responsibilities are outlined below with supporting detail included in this handbook.

Leaders must:
- Conduct SOPPAS orientation prior to the start of school for all new staff or those interested in a review of the SOPPAS process.
- Be aware of the entire SOPPAS schedule and meet all required deadlines.
- Provide assistance to interested staff in the creation of the student growth goal.
- Create the classroom observation schedule with distribution to all staff.
- Meet with each staff member to discuss the student growth goal, review the pre-observation form and review the professional responsibilities form prior to the first announced classroom observation. (Pre-observation meeting)
- Provide feedback to staff for either a formal or informal classroom observation. Administrators must use the Classroom Feedback Form (See Appendix A) to provide staff with ongoing feedback.
- Conduct a post-observation conference with staff following a formal classroom observation within the SOPPAS timeframes.
- Complete the formative evaluation form following the post-observation conference within the SOPPAS timeframes.
- Conduct unannounced classroom observations as needed to reinforce or clarify formal observations.
- Complete a summative evaluation form following the summative evaluation conference.
- Acquire all necessary signatures on SOPPAS forms.
- Submit all SOPPAS evaluation instruments to the appropriate personnel.
- Create planned program of improvement forms as needed.
- Analyze key elements of instruction needing additional job-embedded staff development.

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Classroom Feedback Form

Building administrators must provide staff and specialists with ongoing, constructive feedback regarding the instructional strategies present in each classroom. In order to provide this information in a constructive manner with alignment to the Danielson Framework, SOP administrators are required to use the Classroom Feedback Form. This form captures important elements of an effectively run classroom. Staff should receive a copy of this form, followed up with either a formal or informal conversation regarding the information captured through a classroom walkthrough. This information may assist building administrators in providing constructive feedback to staff as part of the formative and summative evaluation process.

Overview

A teacher, who is evaluated with the SOPPAS will complete the following activities during each appraisal cycle.

Activity 1. Goal-Setting [Relates to Component Five (Student Improvement)}]

- Participate in school-wide review and discussion of school success plan and goals.
- Meet with instructional team or department to discuss how school goals can be used as basis for team and personal goal(s) for student improvement.
- Identify personal goal(s) for student improvement.
- Complete first section of Teacher Goal-setting Form and submit to evaluator by October 31 or earlier.
- Conference with administrator to review and clarify personal goal(s) for student improvement.
- Implement plans to achieve personal goal(s) for student improvement.
- Collect data, track and analyze progress toward attaining goal(s).
- Complete second section of Teacher Goal-setting Form and submit to evaluator prior to the Summative Conference.
- Participate in Summative Evaluation Conference to discuss progress toward attaining goal(s) for student improvement and provide additional documentation if appropriate.
- The Teacher Goal Form will be submitted to the evaluator by the summative conference and will be reviewed at the Goal Setting Conference at the beginning of the next year.

Activity 2. Observation and Formative Feedback [Relates to Component One (Planning and Preparation), Component Two (Classroom Environment), Component Three (Instruction)]

- Staff must complete Pre-observation Form.
- Leaders conduct the Pre-observation Conference to discuss documents, including a detailed lesson plan, offer additional information or artifacts and respond to evaluator's questions.
- After observation, reflect on events during observation period.
- Staff and building administrators participate in Post-observation Conference to discuss observation, respond to evaluator's questions and offer additional information or artifact.
- Review written Formative Feedback Form, sign as indicated and return to evaluator.

Note: Unannounced observation process does not include Pre-observation Form or Conference.

Activity 3. Professional Responsibilities Reporting [Relates to Component Four (Professional Responsibilities)]

- Staff must complete Professional Responsibilities Form.
- Submit completed form to evaluator by Summative Conference.
- Submit additional information about professional growth and activities initiated later in the appraisal cycle.
- Participate in Summative Evaluation Conference to discuss documents, offer additional information or artifacts and respond to evaluator's questions.

Activity 4. Summative Evaluation

A teacher will receive a summative evaluation every year.

- Review all documents for full cycle: Teacher Goal-Setting Form(s), Professional Responsibilities Form(s), Formative Feedback Form(s) and other relevant written communications to or from evaluator.
- Participate in Summative Evaluation Conference to discuss documents, offer additional information or artifacts and respond to evaluator's questions.
- Review written Summative Evaluation Form, sign as indicated and return to evaluator.

Process:

- Within ten (10) working days of the Summative Evaluation Conference, the evaluator completes the Summative Evaluation Form and provides it to the teacher.
- To complete the Summative Evaluation Form, the evaluator considers all criteria and evidence and rates the teacher's performance for each component as either *Satisfactory* or *Unsatisfactory:*
  - Satisfactory – The teacher's performance reflects the ability to demonstrate an understanding of the concepts of the component. This rating indicates that the teacher meets *at least three (3) of the four (4) appraisal criteria* specified for that component.
  - Unsatisfactory – The teacher's performance does not reflect the ability to demonstrate an understanding of the concepts of the component. *An unsatisfactory rating for any component requires development of an Improvement Plan.*
- The evaluator also assigns an overall summative evaluation rating of *Effective, Needs Improvement,* or *Ineffective* based on the combination of Satisfactory and Unsatisfactory ratings of the five components. Each of the five components is weighted equally in developing the overall rating.
  - Effective shall mean that the teacher has received Satisfactory Component ratings in at least four (4) of the five (5) components in accordance with the appraisal criteria.
  - Needs Improvement shall mean that the teacher has received three (3) Satisfactory Component ratings out of the five (5) components in accordance with the appraisal criteria.
  - Ineffective shall mean that the teacher has received two (2) or fewer Satisfactory Component ratings out of the five (5) components in accordance with the appraisal criteria. If a teacher's overall Summative Evaluation rating is Needs Improvement for three consecutive years, the rating is re-categorized as Ineffective.

- The teacher should sign the Summative Evaluation Form and return it to the evaluator within five (5) working days. A copy of this form with both signatures will be provided to the teacher.

Response:

If a teacher disagrees with any feedback on the Summative Evaluation Form or wishes to add additional information, he/she may provide information in writing to the evaluator <u>within fifteen (15) working days</u> of receipt of the form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information provided will become part of the appraisal record. The overall Summative Evaluation rating determines the teacher's SOPPAS activities during the next appraisal cycle as shown below.

Improvement Plans

Purpose: Improvement plans are developed to help teachers focus on area(s) where they need extra assistance to improve their practice. The evaluator is responsible for the development and monitoring of the collaboratively developed planned program of improvements.

Process: An Improvement Plan shall be developed when:

- The overall lesson is unsatisfactory as a result of unsatisfactory performance in one or more component areas, the evaluator has written the words, "PERFORMANCE IS UNSATISFACTORY" in the Commendation/ Recommendation section of the Formative Feedback Form and has initialized the statement; or
- A teacher's performance in any component is rated as "Unsatisfactory" on the Summative Evaluation Form regardless of the overall rating; or
- A teacher's overall performance is rated as "Needs Improvement" on the Summative Evaluation Form; or
- Teacher's overall performance is rated as "Ineffective" on the Summative Evaluation Form.

Improvement Plan Conference

The teacher and evaluator should review the Improvement Plan Form before the Improvement Plan Conference to reflect on the items that will be discussed. At the Improvement Plan Conference, the teacher and evaluator develop a plan using the Improvement Plan Form.

Improvement Plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth.
2. Measurable goals for improving the deficiencies to satisfactory levels.
3. Specific professional development or activities to accomplish the goals.
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the teacher to work with curriculum specialists, veteran teacher(s) and teacher-to-teacher cadre.
5. Procedures and evidence that must be collected to determine that the goals of the plan were met.

6. A timeline for the plan, including intermediate checkpoints, to determine progress.
7. Procedures for determining satisfactory improvement.

Teachers are accountable for the implementation and completion of the plan and should talk with the evaluator if amendments to the plan seem necessary. Upon completion of the plan, the evaluator and teacher shall sign the Improvement Plan Form, documenting the completion of the plan.

Challenge Process

Sometimes a teacher will disagree with the evaluator. The SOPPAS process includes two opportunities for a teacher to challenge an evaluator's judgment.

1. A teacher may challenge the conclusions on the Formative Evaluation Form if they necessitate an Improvement Plan (i.e. The overall lesson is unsatisfactory as a result of unsatisfactory performance in any one or more component areas, the evaluator has written the words "PERFORMANCE IS UNSATISFACTORY" in the Commendation/Recommendation section of the Formative Evaluation Form and has initialized the statement.)

2. A teacher may challenge any rating on the Summative Evaluation, either a Component Rating or the Overall Summative Rating.

It is desirable to resolve the differences directly with the evaluator, if at all possible. Teachers are encouraged to discuss their concerns with the evaluator and attempt to resolve the issues prior to submitting a formal challenge. Documents generated as part of this discussion shall be attached to the Summative Evaluation and become part of the appraisal record. The appraisal record consists of all documents used in the appraisal process and the written challenge, and any additional documents previously shared with the teacher.

If resolution is not reached with the evaluator, the teacher submits the written challenge and appraisal record to the evaluator's supervisor. If the evaluator's supervisor is in the same building as the teacher, the challenge and appraisal record are submitted to a designated district-credentialed evaluator. This must be done within fifteen (15) working days of receipt of the Formative Feedback Form or Summative Evaluation Form.
Within fifteen (15) working days of receiving the written challenge, the supervisor of the evaluator or designated district-credentialed evaluator reviews the challenge and the appraisal record and issues a written decision to the teacher. If the challenge is denied, the decision shall state the reasons for denial. The decision of the supervisor of the evaluator or designated district credentialed evaluator is final. While a challenge process is taking place, the Improvement Plan may or may not be started by mutual agreement of teacher and evaluator. If agreement cannot be reached the evaluator's decision will prevail.

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SOPPAS Process Timeline
School-Wide Goal-Setting
August–September

Near the beginning of the school year, principals will review the school improvement plan with staff. They will share school wide data and other information relevant to the goals of the school improvement plan. Teachers will have access to data for the school as well as their current students' results from the prior spring's MontCAS assessment data.

As part of the district leadership team's work, an updated school profile will serve as an integral part of the conversation relating to the establishment of individual school and district student improvement goals. These goals should directly relate to the school improvement goals and focus on strengthening any weaknesses discovered after analyzing the data.

Individual Teacher Student Growth Goal-Setting
August–October

Teachers will establish personal student improvement goal(s) derived from the school or team goal(s) and will identify what measures will be used to determine success and what evidence will be provided to document progress on the goal(s). It is possible that each member of a team could have the same goal(s), although teachers may need to develop additional goal(s) or modify the team goal(s) to meet their particular teaching assignments and students' needs. In any case, the individual teacher develops and implements the student improvement goal(s).

Teachers who teach all students in the school, as in the areas of physical education, art and music, shall develop measurable student improvement goal(s) for the school wide student population or for specific groups of students in their classes. All staff members are required to create an instructional goal. The building administrator serves as a resource to assist staff with this process. Graphic organizers are included in this handbook to provide greater assistance to staff in reflecting on student needs.

Measuring Student Improvement:

Teacher demonstrates appropriate levels of student growth as benchmarked against standards to be set by local teachers and administrators in collaboration with the OPI staff. Student growth means the change in achievement data for an individual student between two or more points in time. Assessments of student growth must include data from the Montana CRT, where applicable, and shall include other measures such as performance assessment and curriculum-based assessments and other measures, including those outlined in the School Improvement Process, that are rigorous and comparable across classrooms. No student whose attendance in each class is less than 80 percent shall be included in the measures or assessments for growth.

The Importance of Student Growth Goals:

Improvement of student learning is the overall goal of all components:

- Planning sets expectations for improvement.
- The classroom environment supports learning.
- Instruction delivers the content in ways that will meet the needs of individual learners.
- Professional responsibilities indicate that teachers communicate with students, families and members of the learning community and consider student and school needs when choosing their professional growth activities.

Assessment:
- Through Component Five, teachers demonstrate their understanding of assessment for, and of, learning and how each plays a valuable part in teaching and learning.
- Teachers can analyze data presented in reports and determine how to plan instruction for the students in their classroom.
- Teachers use formative assessments like observations, homework and conferences to track and understand student progress.
- There are times when such information is not recorded in the grade book, but is collected to provide the student with descriptive feedback that allows more focused revisions of the product before the summative assessment is conducted.
- Within their classroom-based assessment repertoire, teachers can select and use appropriate assessment methods to solicit student responses. They understand when a multiple choice item or single answer response is the best selection or when a deeper demonstration of the learning would be more appropriate.
- Teachers use content standards to set clear targets for their students and explain the performance levels required by using exemplar papers and discussions. Students can use the rubrics to assess their own learning and understand the rubrics used on state tests that govern the expectation for success.

Completion of the Teacher Goal Form is a two-part process. The first portion of the form is completed in the fall and the remainder of the form is completed in the spring. This form will be used by the evaluator to provide feedback on Component Five: Student Improvement and to assist the teacher in setting student improvement goals for the following year.

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Initial Student Improvement Conference
September–October

After completing the first section of the Teacher Goal Form and submitting it to the evaluator, the teacher will meet with the evaluator to briefly discuss the teacher's student improvement goal(s).

Throughout the year, teachers should monitor progress toward goal achievement and gather appropriate evidence. At any point, the teacher may request a meeting with the evaluator to discuss preliminary findings. A Formative Feedback Conference is an opportunity for discussion of preliminary findings.

Possible Evaluator Questions for the Initial Goal-Setting Conference:

- How do your goals fit into the school goals?
- Why did you choose this goal?
- What data did you use to determine the goal(s)?
- How will your goals contribute to student improvement?
- What information will you collect to monitor student progress?
- How will you determine whether you have or have not met your goals?

Before the Summative Evaluation Conference, the teacher will complete the second section of the form analyzing students' progress and provide a copy to the evaluator. The teacher may attach artifacts, such as classroom assessments, school achievement tests and other documents, as evidence of student improvement. The evaluator uses this information to provide feedback on Component Five: Student Improvement during the teacher's Summative Evaluation. While achievement of the goals is desirable, total attainment is not required for a satisfactory rating on Component Five. At the beginning of the next school year, teachers will review this information and consider follow-up as part of the process of setting student improvement goals for the coming year.

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Observation and Formative Feedback [Relates to Component One (Planning and Preparation), Component Two (Classroom Environment), Component Three (Instruction)]

Overview:

Observation provides a view of teacher practice and the opportunity to collect information to assess performance. It serves as a snapshot of practice captured through watching, teachin, and providing feedback on what is observed. In some cases, one observation is sufficient to clearly see the teacher's practice, but sometimes multiple snapshots are necessary.

Observation Key Concepts:

- *Non-tenured teachers receive a minimum of two (2) observations each school year*. At least one observation must be announced.
- *Tenured teachers receive a minimum of one (1) announced observation each school year.*
- It is strongly recommended that the first observation be announced and of sufficient length to see a lesson from beginning to end.
- Subsequent observations may be *announced or unannounced* but should be of sufficient length, at least thirty (30) minutes, so that the evaluator can analyze the lesson and accurately assess performance.
- There must be an appropriate amount of time between observations for teachers to improve their performance.
- Observations *may not begin until students have been in attendance for five (5) full days,* unless an Improvement Plan calls for such an observation.
- Observations must be completed *before the last five (5) days* during which students are in attendance for the entire day.
- In a setting where more than one staff member is working with students, only one staff member may be observed during a single observation period.

Announced and Unannounced Observations

In some cases, the teacher knows that the evaluator will take that snapshot, but in others, there is no advance notification. However, the quality of teaching should be consistent in both situations. An announced observation is a means for the teacher and evaluator to discuss the context and plans for the lesson to be observed prior to its implementation. An unannounced observation is an unscheduled opportunity for an evaluator to watch a teacher in action. The evaluator relies solely on direct observation of events to examine the teacher's practice during the observation period. Teachers are expected to conduct "business as usual" in the classroom.

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Appendix A - Forms

Classroom Feedback Form

Montana **Office of Public Instruction** Denise Juneau, State Superintendent **opi.mt.gov**				**Guidelines for Classroom Feedback**
Criteria	**Evident**	**Not Evident**	**Look Fors**	**Feedback:** **Use back of form for additional space**
(1)Engaging Students to Learn	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	Learning objective is evident. Most students are authentically engaged. Students are willing, compliant, and ritually engaged. Many students actively reject the assigned task or substitute another activity.	
(2)Demonstrating Flexibility and Responsiveness	☐ ☐ ☐ ☐	☐ ☐ ☐ ☐	Differentiation of instruction is evident through: Content Learning Environment Process Product	Supports or interventions present:
(3)Communicating Clearly and Accurately	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	Student actions are: Listening Working with hands-on materials Reading Writing Speaking	

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(4)Using Questioning and Discussion Techniques			Grouping format:	
	☐	☐	Small group	
	☐	☐	Whole group	
	☐	☐	Paired	
	☐	☐	Individual	
			Types of Questions:	
	☐	☐	Recall/literal	
	☐	☐	Inferential	
	☐	☐	Experiential	
	☐	☐	Evaluative	
(5)Instructional Materials and Instructional Practices	☐	☐	Computer software/hardware	Observed instructional practice:
	☐	☐	Lab/activity sheet	
	☐	☐	Video	
	☐	☐	Real-world objects	
	☐	☐	Content-specific manipulatives	
	☐	☐	Overhead/board/flip Chart	
	☐	☐	Textbook	
	☐	☐	Web sites	
	☐	☐	Worksheets	
	☐	☐	Published print materials	
	☐	☐	Student created-materials	
			Instructional Practices:	
			Coaching, informal assessment, modeling, independent practice, discussion, lecture, presentation, hands-on experiences, learning centers, testing, providing directions or instructions, direct instruction	
(6)Classroom Environment	☐	☐	Student work is displayed.	
	☐	☐	Materials are available in the room.	
	☐	☐	Routines and procedures are in place.	
	☐	☐	Students interact with the classroom environment.	
	☐	☐	Lesson objective is posted.	

Date: Time:

Name of teacher visited: By:

Grade/Subject/Course:

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Student Goal Form:

SOPPAS Student Growth Goal Worksheet

(Form is optional to assist with the development of a student growth goal)

1. Rationale:

(Why have you chosen this objective?)

_____

_____

2. Population:

 (What students will this objective address?)

_____

_____

3. Interval of Instructional Time:

How long is the interval of instruction (i.e., weeks, quarters, semesters or one school year)?

_____

4. Assessment:

(How are you going to measure student growth?)

_____

_____

5. Expected Gain or Growth:

(How much are your students going to grow?)

_____

_____

6. Learning Content:

(What does the baseline data indicate you need to focus on with your students?)

_____

_____

7. Strategies:

(What will you do to meet your objective?)

_____

_____

Baseline Data Collection Worksheet

(Form is optional; serves as an example of a teacher-made data collection form)

Teacher Name:			School:			
Objective Number:			Assessment:			
Student Name	Student Number	Pre Test Score	Progress Check	Progress Check	Progress Check	Post Test Score

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Student Growth Goal Rubric

(Optional rubric to determine strength of student growth goal)

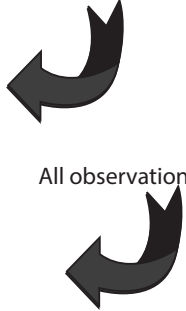This Student Growth Goal Rubric serves as a resource for teachers and school building leaders during the goal-setting process. **Teachers** should refer to this rubric when setting their goals in order to know what they are working toward – these are the criteria by which goals will be evaluated by school building leaders during the goal-setting process. Teachers should strive to set student growth goals that meet either a 3 or 4 rating on each criteria. Goals that meet a 1 or 2 on a specific criterion will have to be improved. School building leaders should refer to this rubric when evaluating teachers' goals at the beginning of the year. The rubric should be applied to each student growth goal. School building leaders should communicate to teachers during the goal-setting process which aspects of student growth goals do not meet a 3 or a 4. Once student growth goals receive a 3 or a 4 across all criteria, the goal is approved.

	To Get a 4	To Get a 3	To Get a 2	To Get a 1
Extent to which growth goal is a challenging, yet realistic projection of the current reality (baseline data) *of chosen assessment(s) or measure(s)*	The goal points towards standards and learning outcomes considered areas of need in teacher and/or student performance. The goal pushes students and teachers to exceed expectations based on current reality (baseline data) of chosen assessment(s) or measure(s).	The goal does not make clear what the area of concern truly is that the goal is addressing. The goal pushes students and teachers to exceed typical expectations based on current reality (baseline data) of chosen assessment(s) or measure(s).	The goal does not appear to have been drawn from available information or data. The goal only pushes students and teachers to barely meet expectations based on current reality (baseline data) of chosen assessment(s) or measure(s).	The goal is generic and provides no real direction as to why it was developed. The goal does not push students and teachers to meet any expectations based on current reality (baseline data) of chosen assessment(s) or measure(s).
Extent to which student growth goal meets three general criteria: 1. Clearly marked individual, team/group, or both 2. At least one goal is based on a Primary Assessment 3. Addresses 75% or more of students	All student growth goals meet all three general criteria.	All student growth goals meet all three general criteria.	The student growth goal meets fewer than the three general criteria.	The student growth goal does not meet any of the general criteria.
Extent to which the growth goal is "SMART"	The student growth goal is **S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented and **T**ime-bound.	The student growth goal is described but is missing one of the five SMART elements.	The student growth goal is described but is missing two, three, or four of the five SMART elements.	The student growth goal is described but is missing all five SMART elements.
Extent to which student growth goal aligns with one or more Board Goal(s) or one or more District Improvement Plan goals	Student growth goal is directly tied to one or more Board Goal(s) or one or more District Improvement Plan goals, including clear evidence of how.	Student growth goal is directly tied to one or more Board Goal(s) or one or more District Improvement Plan goals, but evidence of how is not clear or incorrect.	Student growth goal is stated to be tied to one or more Board Goal(s) or one or more District Improvement Plan goals, but there is no evidence of how.	Student growth goal is not tied to one or more Board Goal(s) or one or more District Improvement Plan goals.

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Reflection Template to Assist with the Development of a Student Growth Goal

Rationale	Population	Interval of Instructional Time	Assessment	Expected Growth	Learning Content	Strategies
Why have you chosen this objective?	What students will this objective address?	How long is the interval of instruction (i.e., weeks, quarters, semesters or one school year)?	How are you going to measure student growth?	How much are your students going to grow?	What does the baseline data indicate you need to focus on with your students?	What will you do to meet your objective?
☐ Identifies one or more district/ school goals. ☐ Aligns with research based teaching strategies and learning content.	☐ Includes teacher's total student population, unless teacher and principal agree otherwise. ☐ Identifies total number of students enrolled in class(es). ☐ States the percentage of students represented in this objective. ☐ Addresses excluded students in a small group objective or clearly links them to another teacher's class. ☐ Assumes 85% attendance of the defined group or writes in an agreed upon exception.	☐ Is appropriate for the learning content the teacher expects to teach. ☐ Is appropriate for the assessment used.	☐ Approved by district, when possible. ☐ Supported by district training on administration and interpretation of results where possible. ☐ Agreed upon by principal and teacher. ☐ Provides opportunities to measure growth throughout the year. ☐ Aligned with district curriculum expectations and the learning content of the objective.	☐ Predicts individual student growth, not class averages. ☐ Predicts growth based on analysis of assessment history and baseline data. ☐ Provides measurable, quantifiable and independently verifiable information. ☐ Addresses at least three fourths of the identified population, unless teacher and principal agree otherwise. ☐ Identifies growth or maintenance of outstanding achievement.	☐ Focuses on learning needs and skill level of the identified population. ☐ Aligns with the local curriculum and one or more content standard benchmarks when available. ☐ Demonstrates expectations that meet or exceed content area standards.	☐ Identifies observable or documentable strategies. ☐ Is appropriate for learning content and skill level observed in assessment data produced throughout the year. ☐ Is continually examined and adjusted to better meet student needs based on gathered data and school-based discussions of student progress.

SOPPAS at a Glance

Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	**SOPPAS**
What controls the process?	Guiding documents are the joint Memorandum of Understanding (MOU) signed between the district and the Office of Public Instruction (OPI) and the SOPPAS Manual.
Components	1. Planning and Preparation…Assessed through observation 2. Classroom Environment…Assessed through observation 3. Instructional…Assessed through observation 4. Professional Responsibilities…Form submitted by educator 5. Student Improvement…Goal setting process (see note below*)
Forms Prepared by Educator	*Goal Setting Form, Pre-Observation Form, Professional Responsibilities Form*
Formative Process [observations of teacher/ specialist performance]	Announced observation only *Pre-Observation Form →* Pre-Observation Conference All observations Classroom Observation Post-Observation Conference (comes first!) *Formative Feedback Form*
Goal-Setting for Student Improvement (Component 5 of SOPPAS)	Year Three: Full implementation of the goal setting process. Building administrators can assist staff with the development of the an instructional goal.
Professional Responsibilities Form	By mid-December, educator completes the *Professional Responsibilities Form,* outlining their activities/ achievements. Can be updated at any time.
Summative Process **Summary of observations and other information to develop summative form for teacher/specialist**	**Tenured Staff**: at least one observations with one summative performance appraisal by May 15th. **Non-tenured Staff:** at least two observations per year; Performance Appraisal at mid-year and by May 15th. *Summative Conference (Comes First!) à Summative Evaluation Form* received
Minimum length of classroom observation	30 to 45 minutes
Administrative Roles and Responsibilities	Building administrators work collaboratively with the third party evaluator when completing classroom observations, conferences, and formative and summative forms.
Response submission timeline	15 working days
Challenge Process	If there is disagreement regarding the evaluation recommendations, the superintendent will determine due process.
Individual Improvement Plan	Development formalized by evaluator also completing the specific timelines and indicators of success required.

Schools of Promise Performance Appraisal System (SOPPAS)

Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	**SOPPAS** **Pre-Observation Form** **For Teachers**

Teacher: _____   Evaluator: _____

Principal: _____   Date of Conference: _____

Grade(s): _____   Subject Area(s): _____

Complete this form and provide a copy to your evaluator before the pre-observation conference. Attach your detailed lesson plan, assessments, and any other applicable documents.

How does this lesson fit into the sequence of learning in your classroom?

_____
_____
_____
_____
_____

How will you determine student progress in meeting the goals for this lesson
For the class as a whole, what challenges are presented and how are you addressing them?

_____
_____
_____
_____
_____

Are there any characteristics of the physical space that may negatively impact student learning? If yes, please describe.

_____
_____
_____
_____
_____

Additional comments or information that you would like to share with your evaluator. (Optional)

_____
_____
_____

Teacher's Initials: _____   Evaluator's Initials: _____

Principal's Initials: _____   Date of Conference: _____

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**SOPPAS PROFESSIONAL RESPONSIBILITIES
FORM FOR TEACHERS (Component Four)**

Teacher: School Year:

Grade(s):   Subject Area(s)

Evaluator: Principal:

Complete this form for the current school year and submit it to your evaluator the Summative Evaluation Conference.

In what ways do you ensure that families and appropriate staff are informed of student progress or needs?

_____

_____

_____

Briefly describe your student record keeping system.

_____

_____

_____

_____

List any professional growth, including activities and courses that you have participated in for this school year. Which of these activities support reflective practice?

_____

_____

_____

_____

List any curricular or extra-curricular activities that you feel have contributed to the growth of your professional practice.

_____

_____

_____

_____

List any other information that you would like to share with your evaluator.

_____

_____

_____

_____

SOPPAS Formative Feedback Form for Teachers (Components One, Two, and Three)

Teacher: Evaluator:

Principal: School:

Grade: Subject:

Date and Time of Observation:

Date of Conference:

Observation Type: ☐ **Announced**   ☐ **Announced**   ☐ **Tenured**   ☐ **Non-tenured**

Description of Lesson:

_____
_____
_____
_____

Component One: Planning and Preparation
Narrative:

_____
_____
_____
_____

Component Two: Classroom Environment
Narrative:

_____
_____
_____
_____

Component Three: Instruction
Narrative:

_____
_____
_____
_____

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Commendations/Recommended Area(s) of Growth

_____

_____

_____

_____

_____

_____

_____

An Improvement Plan is required if the OVERALL lesson is unsatisfactory and "PERFORMANCE IS UNSATISFACTORY" is written in the Commendation / Recommendation section of this form and the statement is initialed.

The Improvement Plan will be focused on the component(s) indicated:

Component One: ☐   Component Two: ☐   Component Three: ☐

The teacher and evaluator shall sign the Formative feedback form to indicate that the lesson has been reviewed and discussed, not that the teacher necessarily agrees with the observation or comments on this form.

Teacher's Signature: Date:

Evaluator's Signature: Date:

Principal's Signature: Date:

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

A teacher may challenge the conclusions of a lesson observation if "PERFORMANCE IS UNSATISFACTORY" is written on this form. This is accomplished by submitting additional information, specific to the point of disagreement, in writing within fifteen (15) working days of the teacher's receipt of this form. The teacher submits the challenge and record to the supervisor of the evaluator unless the supervisor of the evaluator is also in the same building as the teacher. In this situation, the challenge, together with the record, is submitted to a designated district or charter school level credentialed evaluator. Any additional information will become part of the appraisal record.

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SOPPAS
Summative Evaluation Form
For Teachers

Teacher: Evaluator:

Principal: Date of Conference:

Grade(s):   Subject Area(s):

Observation Date(s):

☐ Tenured Teacher   or   ☐ Non-tenured Teacher

COMPONENT 1: PLANNING AND PREPARATION

• The teacher selects instructional goals that are aligned with the Montana content standards and the district curricula. Goals are appropriate for the learners and reflect high expectations for all students, consistent with state assessment levels of performance where applicable.

• The teacher plans for learning activities that align with the instructional goals and support student learning. Instructional planning shows a structure and selection of materials and activities that support student learning relative to the district curricula.

• The teacher shows his or her knowledge of content and how to teach it to a variety of learners. The teacher's plans include natural connections among content areas that deepen student learning. The content that he or she teaches is aligned to the district curricula.

• The teacher shows his or her knowledge of student developmental characteristics, approaches to learning, knowledge, skills, interests, cultural heritage, and, where applicable, State Assessment performance levels.

Narrative:
_____
_____
_____
_____
_____
_____
_____

☐ **Satisfactory**   or   ☐ **Unsatisfactory**

COMPONENT 2: CLASSROOM ENVIRONMENT

- The teacher has clearly defined procedures for managing learning time, transitions between learning events, and routines that maximize learning time.
- The teacher establishes behavioral expectations and consequences and monitors student conduct. Teacher responds to student behavior in appropriate and effective ways to minimize disruptions.
- The teacher creates an atmosphere in which learning is valued. Teacher-to-student and student-to-student interactions show rapport that is grounded in mutual respect.
- The teacher organizes, allocates, and manages physical space to create a safe learning environment. Teacher uses physical resources to contribute to effective instruction and make resources accessible to all students.

Narrative:

_____

_____

_____

_____

_____

_____

_____

☐ **Satisfactory**   **or**   ☐ **Unsatisfactory**

COMPONENT 3: INSTRUCTION

• Content is appropriate, clear, and linked to student knowledge and experience. Content is aligned with the district curricula. Activities and assignments engage all students. Instructional materials are suitable to the instructional goals. The instruction is coherent and paced appropriately for all students.

• The teacher has a repertoire of instructional strategies and makes use of them to make modifications to lessons as needed. Teacher differentiates instruction based on learner characteristics and achievement data.

• Verbal and written communication is clear and appropriate to students' age, background, and level of understanding.

• Questions are appropriate to the content and level of students' understanding. Teacher encourages students to pose their own questions and is responsive to student questions. Teacher facilitates student led discussions.

Narrative:

_____
_____
_____
_____
_____
_____
_____

☐ **Satisfactory**   **or**   ☐ **Unsatisfactory**

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COMPONENT 4: PROFESSIONAL RESPONSIBILITIES

- The teacher shares information about the school's educational program and expectations for student performance. Teacher develops a mechanism for two way communication with families about student progress, behavior, and personal needs or concerns.
- The teacher keeps records of attendance, disciplinary actions, emergency contact information, and personal information. Teacher shares relevant information with appropriate school personnel.
- The teacher chooses and participates in professional growth that is aligned with his or her professional needs or aligned with the needs of the school, district, or students.
- The teacher engages in reflective thinking as an individual, as a team participant, or as a school community member with the goal of improving instruction and learning for all students.

Narrative:

_____
_____
_____
_____
_____
_____
_____

☐ **Satisfactory**   or   ☐ **Unsatisfactory**

COMPONENT 5: STUDENT IMPROVEMENT

- The teacher uses school goals from the school improvement process to set his or her annual data driven goal(s) for student improvement. Data used to establish goals shall include school accountability data, state assessment data where available, and classroom based assessment data, where available.
- The teacher uses assessments and scoring criteria that accurately measure progress towards the student improvement goal(s).
- The teacher has specific, measurable evidence to show progress towards or attainment of goal(s) for student improvement.
- The teacher reflects on goal setting process and outcomes for the purpose of continuous professional improvement and shares student improvement information with other staff as appropriate.

Narrative:

_____
_____
_____
_____
_____
_____
_____

☐ **Satisfactory**   or   ☐ **Unsatisfactory**

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COMMENDATIONS/RECOMMENDED AREA(S) OF GROWTH:

_____

_____

_____

_____

_____

_____

_____

SUMMATIVE EVALUATION RATING:

EFFECTIVE ☐   NEEDS IMPROVEMENT ☐   INEFFECTIVE ☐

IMPROVEMENT PLAN REQUIRED FOR:

COMPONENT ONE:

COMPONENT TWO:

COMPONENT THREE:

COMPONENT FOUR:

COMPONENT FIVE:

The teacher and evaluator shall sign the Summative Evaluation Form to indicate that it has been reviewed and discussed, not that the teacher necessarily agrees with comments on this form.

Teacher's Signature: Date:

Evaluator's Signature: Date:

Principal's Signature: Date:

If the teacher disagrees with any feedback on this form, the teacher may provide information in writing to the evaluator within fifteen (15) working days of the receipt of this form. The teacher may request a second conference with the evaluator to discuss concerns. Any additional information will become part of the appraisal record.

The teacher may challenge any rating on the Summative Evaluation by submitting additional information specific to the point of disagreement in writing within fifteen (15) working days of the date of the teacher's receipt of this form.

Schools of Promise Performance Appraisal System (SOPPAS)

Montana
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SOPPAS

Improvement Plan –Teacher

Teacher: Evaluator:

Principal: Grade(s):

Subject Area(s):   Date of Conference:

Area(s) of Improvement:

The teacher and evaluator will collaboratively develop the Improvement Plan at an Improvement Plan conference. If consensus between the teacher and evaluator is not reached, the evaluator shall develop the Improvement Plan.

Describe specific deficiencies in performance as related to the SOPPAS Component(s)/area(s).

_____
_____
_____
_____
_____
_____

List the specific measurable goals to improve performance to a satisfactory level. Indicate how progress will be measured for each goal.

_____
_____
_____
_____
_____
_____

Specify any professional development activities, interventions, or resources needed to complete the goals of the Improvement Plan.

_____
_____
_____
_____
_____

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Indicate the sources of evidence that will be used to document the completion of the Improvement Plan. List reasonable check points and a time line for activities or events of the Improvement Plan. Specify the date by which the Improvement Plan will be completed.

_____

_____

_____

_____

_____

Specify the procedures that will be used to collect the necessary evidence to determine that the goal(s) of the Improvement Plan are met.

_____

_____

_____

_____

_____

Indicate how satisfactory or unsatisfactory completion of the plan will be determined. Indicate what will happen if there is unsatisfactory completion of the plan.

_____

_____

_____

_____

_____

My signature below means that I have received the Improvement Plan, understand what is expected of me, and will work on the plan as described.

Teacher's Signature: Date:

Our signatures below mean that we have carefully reviewed the Improvement Plan with the teacher and have clearly communicated what is expected of the educator to complete the plan.

Evaluator's Signature: Date:

Principal's Signature: Date:

Amendments to the Plan

If the Improvement Plan is amended during the implementation, specify changes.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Teacher's Signature: Date:

Evaluator's Signature: Date:

Principal's Signature: Date:

Completion of Improvement Plan

The teacher has completed the improvement plan as described.

☐ Satisfactory   or   ☐ Unsatisfactory

Teacher's Signature: Date:

Evaluator's Signature: Date:

Principal's Signature: Date:

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